DOCUMENT RESUME

ED 142 557 SP 011 392

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TITLE A Survey Instrument to Determine the Status of Competency-Based Teacher Education in a Particular State.
INSTITUTION Michigan State Dept. of Education, Lansing.
PUB DATE Jul 74
NOTE 10p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Instrumentation; *Performance Based Teacher Education; *Preservice Education; *Questionnaires; Schools of Education; State Departments of Education; *Teacher Education; *Teacher Programs
IDENTIFIERS Michigan

ABSTRACT

This questionnaire was designed for state education personnel who wish to ascertain the number and nature of competency-based teacher education programs in their state. The document in its present form has been field tested in two states in which surveys were conducted using preliminary versions of this form. The form may be modified to obtain information suited to the needs of other users. The form is flexible enough that sections may be removed or inserted as required. (JD)

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ED142557

PBTE 291

Performance-Based Teacher
Education Project
AACTE

A SURVEY INSTRUMENT TO DETERMINE THE STATUS OF COMPETENCY-BASED TEACHER EDUCATION IN A PARTICULAR STATE

PBTE Info Center
Survey of States
STATE file

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Robert A. Roth
Michigan Department of Education
July 1974

SP011 392

A Survey Instrument to Determine the Status of
Competency-Based Teacher Education in a Particular State

This survey was designed for state education personnel who wish to ascertain the number and nature of competency-based teacher education programs in their state. The document may be used by any individual in need of such information and can be modified to obtain more specific details on aspects of CBTE programs of interest to the individual conducting the survey. Data is also collected on future plans of the institutions surveyed.

The initial definition was purposely written in broad terms to encourage programs to provide further information. A precise or narrow definition might exclude some programs from responding, and the main purpose of the survey is to acquire data on the nature of the programs which have elements of the competency-based approach. In addition, there is no consensus on a definition of competency-based teacher education at this time. Those conducting surveys may wish to insert their own definition so as to obtain data on specific kinds of CBTE programs.

The document in its present form has been field tested in two states in which surveys were conducted using preliminary versions of this form (New Jersey, Michigan). An individual may, however, modify the form to obtain information suited to his purposes. For example, more information may be required on module development such as field testing time, number of student attempts allowed per module, etc. The survey form is flexible enough that one may remove or insert sections as required.

PB0241

CBTE SURVEY

Respondent

Name: _____

Title: _____

College: _____

Department: _____

Do you wish to receive a copy of the results of the survey?

_____yes _____no

Please return by_____to:

_____

_____

_____

_____

Thank you!

CBTE SURVEY

Competency-based teacher education (CBTE) can be briefly defined as follows:

> Competencies to be demonstrated are explicitly stated and made public in advance; learning activities to facilitate student's achievement of competencies are developed; criteria for assessing competencies are consistent with specified competencies, are explicit, and made public in advance; and performance is the primary source of evidence.

Please answer either area A or B only.

A. We do not have any CBTE programs at this time._____

1. We are, however, interested in and exploring the concept.
   yes_____no_____

2. We are planning to implement CBTE on a trial basis within the next_____years, in the following areas:

   Elementary Education: yes_____no_____

   Secondary Education: (please list)

   Graduate program (s): (please list)

   Other:

If you checked A, survey is completed, stop here.

B. We do have some CBTE programs_____

If you checked B, please continue with survey.

The following characteristics apply to the program(s):*

Check if Applies to your program		If applies to program does it apply only to the student teaching experience	
	Competencies (Knowledge, skills, behaviors) to be demonstrated by the student are	yes	no
_____	1) derived from explicit roles,	____	____
_____	2) stated so as to make possible assessment of a student's behavior in relation to specific competencies,	____	____
_____	3) made public in advance	____	____
	Program competencies are based on		
_____	4) knowledge criteria (assess cognitive understandings)	____	____
_____	5) performance criteria (assess teaching behaviors)	____	____
_____	6) product criteria (assess effectiveness in terms of pupil growth)	____	____
	Criteria to be employed in assessing competencies are		
_____	7) based upon, and in harmony with specified competencies	____	____
_____	8) explicit in stating expected levels of mastery under specified conditions	____	____
_____	9) made public in advance	____	____

*Derived from Stanley Elam, PBTE, What is the State of the Art? AACTE, 1971.

Assessment of the student's competency:

_____ 10) uses his performance as the primary source of evidence,

_____ 11) takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors,

_____ 12) strives for objectivity.

_____ 13) The student's rate of progress through the entire teacher education program is determined by demonstrated competency rather than by time or course completion.

_____ 14) The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

_____ 15) Modules have been developed (modules are learning activities which specify objectives, prerequisites, pre-assessment, learning activities, post-assessment techniques and standards).

_____ 16) How many modules have been developed?_____

_____ 17) Instruction is individualized and personalized, real choices among means to achieve objectives are made available to the individual. (e.g. class attendance not mandatory, other options available).

_____ 18) The emphasis is on exit, not on entrance requirements.

_____ 19) The student is held accountable for performance, completing the preparation program when, and only when he demonstrates the competencies

_____ 20) The program is field centered prior to student teaching.

_____ 21) A theoretical or research base for the curriculum has been developed and can be identified.

_____ 22) In what areas do you have CBTE programs?

	A	B %	C	D	E	F	G	H
a. Elementary								
b. Secondary (list)								
a. _____								
b. _____								
c. _____								
d. _____								
e. _____								
c. Graduate								
(list field)								
a. _____								
b. _____								
c. _____								
d. Other								

Key

A. # of students
B. Percentage of all teacher education students in this area that are in CBTE programs
C. Year of operation
D. Length of CBTE program (2 semesters, etc.)
E. # of students graduated to date
F. # of faculty in CBTE in this area (indicate full-time, f.t., part-time, p.t.)
G. When do students enter program (junior, senior, etc.)?
H. Certificate issued (provisional, continuing)

23) Student entry into CBTE program required? _____

24) Total number of faculty involved? _____

25) Total number of students involved? _____

26) Number of schools cooperating in program? _____

27) Does program operate on special funding, such as Teacher Corps, etc? yes_____no_____source:

28) Reaction to your CBTE program: positive_____negative_____
comments:

29) Do you plan to expand your program? yes_____no_____
explain:

30) If there are any innovative or significant elements in the school-college relationship briefly describe:

31) Is program evaluation being planned or in progress?_____

32) How do you evaluate your program?

33) Is there a competency-based inservice (school) component in your program? yes_____no_____

34) If yes in 33, is the primary purpose to train teachers to work with CBTE students_____or for improvement of their own competencies_____?

35) Is there a program (formal or informal) for college faculty CBTE training? yes_____no_____

36) What type of grading system do you use (pass-fail, letter grades)?

37) Please describe any research efforts in areas such as competency validation or program effectiveness not explained in 32.

38) Please provide any information on costs, including development and management.

Suggestions for improving the survey:

Please provide a brief description of your program suitable for state dissemination, including items such as history, number of students and areas, significant problems, (in initiating or operating) strengths or areas of promise, future directions, etc.